

GROUNDING TRAUMA

" RFP " - *Request for Papers, presentations, proposals ...*

A National Conference -- **Grounding 'Trauma' - 2012**

A conference for front line helping professionals and educators to gather fresh ideas, practices and hope from new research and from each other.

3 Streams for 2012

- Understanding Trauma
- Research Meets the Frontline
- Social Emotional Skills

About Grounding Trauma 2010, London, Ontario, Canada

***"The two days were not only well spent, but a really amazing experience.
Grounding Trauma was truly one of the best conferences I've attended."***

Jeff Thornborrow, MSW, North Bay, Ontario, Canada

Conference Dates: May 10 & 11, 2012

Location: Aliston, ON, Canada (Between Barrie and Toronto)

Deadline for Submissions: December 1st, 2011 All responses will receive feedback within a week of receipt. Final approvals January 20, 2011.

Questions: Questions of any type regarding this RFP are strongly encouraged, particularly early in the process. This dialogue dependably improves the outcomes and saves you time.

Who may submit a presentation? Anyone. We would like a balance of presenters from across sectors, government ministries, academia, service providers and people with direct experience.

What are we after?

- Background and history, successful existing education and treatment, new research and thoughts for the future around all aspects of trauma.
- New, relevant research that will enlighten the work, bring hope or new questions. We are particularly interested in neuroscience, brain and body connections.
- Research evidence of successful programs from the community, including service providers and schools.
- We are particularly looking for proposals that showcase in to existing successful in programs and therapies in schools, workplaces or any other area.
- We invite new ideas, forums to explore important questions, tap audience knowledge and opinion, build networks with innovative process and format. This is your chance to be creative.

Presentation type: All types of presentations are welcome, please be brave. Along with content in traditional presentations past successes include 'stop theatre', poetry reading, song writing and dance.

Target Audience: Health professionals, helping professionals, educators, or front-line staff from across all sectors.

GROUNDING TRAUMA

Background:

Our collective understanding and acceptance of trauma, loss and unresolved grief is growing. But is that enough? Are care providers well equipped to support survivors of traumatic events? What happens when our frontline workers struggle to deal with continual exposure to trauma work?

It is known that frontline professionals working with trauma often feel afraid and inadequate. Education and life experience do not necessarily give workers enough strategies, tools and frameworks to support their clients. Frustration levels rise as workers struggle with seemingly insurmountable obstacles, and then approach their own lives with trepidation. This situation can lead to negative behaviours, such as anger, substance abuse and eating disorders. The high levels of stress are evident in worker absenteeism and other job performance difficulties. Because of both internal and external stigma, the worker is often hesitant to ask for help. A worker's own internal conflict, stress and secondary trauma can result in poor service for the client, sometimes even re-traumatizing the person they are supposed to be helping.

The stakes - for both the worker and client - are high.

Around the world there is a growing understanding of the numerous and diverse effects of unresolved grief on individuals and communities. We will explore current practices to prepare all those involved, and explore new approaches to treat those with PTSD, trauma, depression and other effects.

In the last few years there have been many advances in our understanding of how the brain, the body and emotions are connected. Brain plasticity is just one example of new science that brings hope to the work of helping people who suffer from traumatic stress, addiction, etc.

We are learning - and learning to accept - the myriad of ways that trauma and stress affect the body. The physical structure of the brain develops differently when one is under ongoing stress. How might this affect goal-setting in learning environments? How would this affect approaches and goals in therapeutic environments?

Understanding brain plasticity changes the landscape of therapy, and how we effect positive change in the lives of adults. It brings hope to our work in new and exciting ways.

Could a successful implementation of SEL (Social Emotional Literacy) theories and practices at an early age combined with a knowledge of grieving skills prevent typical maladaptive social behaviours such as : substance abuse, addiction, 'trauma' etc.

Consider:

- Why is yoga so effective in helping people with depression?
- How does an understanding of brain development help us to plan learning for teens?
- Is trauma or stress a factor in ADHD and other similar diagnoses?

At Grounding Trauma 2012 we want to propel change. Be a part of it.

Questions? Feel free to contact us at gt@cast-canada.ca or 705-749-6145

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Streams:

1. Understanding Trauma – The larger world, the client, the worker and the workplace

- Just what is this thing we refer to as 'trauma'? History, Background, Definitions
- How is 'trauma' viewed differently around the world.?
- Traumatic Stress and its relationship to addiction, mental illness, homelessness, chronic unemployment, relationship issues etc.
- Your approaches to working with traumatized individuals in general settings (like housing outreach, schools, employment support etc)
- Your successes in programs, therapeutic approaches, creative strategies, in helping people suffering from trauma.
- Do post secondary programs for front-line work prepare someone for the burdens of this work?
- New ideas of any type. What does the future hold?

2. Research Meets the Frontline

- Research in neuroscience, attachment theory etc. as it applies to service delivery.
- Neuroscience, brain plasticity
- New theories and concepts
- Brain injury statistics, understanding and treatment
- New and successful therapeutic approaches, programs used in schools, prisons etc.
- New ideas of any type, what the future could hold... please suggest

3. Social Emotional Skills

- Just what is 'emotional literacy', 'resiliency', 'emotional Intelligence', 'social emotional skill development', etc.?
- Success in programs delivering social emotional skills in Ontario schools, national and international arenas.
- Success in delivering social emotional skills in other sectors such as corporations, corrections, the military, health care, academia.
- Would delivering these skills early in life help prevent bullying, improve school performance, and reduce future substance abuse?
- Could individuals be better prepared to cope with traumatic events, thus reducing future suffering and maladaptive outcomes?
- New ideas of any type, what the future could hold... please suggest

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SUBMISSION DIRECTIONS:

SEND: Please email your submission as a Word.doc email attachment to gt@cast-canada.ca. Though you may mail background material, proposals sent only by Canada Post will be rejected.

Questions: Please direct questions to gt@cast-canada.ca or 1-705-749-6145

Submission Format:

- Identify stream (1, 2 or 3):
- Primary presenter's name (just one) :
- Presentation Title:
- Email:
- Phone number:
- Presenter(s) affiliation/organization:
- Presentation Topic:
- Learning Outcomes (2-3 examples of the practical knowledge participants will acquire from attending your session):
- Descriptive Summary (not to exceed 300 words):
- Presentation Format (Select one)
 - large room/everyone attending
 - formal presentation/plenary
 - smaller group
 - panel presentation
 - facilitated group discussion
 - hands-on teaching/learning/demonstrations or other (be creative! And please describe)

SELECTION CRITERIA

Content is to be directed towards direct service providers and frontline workers. All presentations will be reviewed - selection will be based on the following criteria:

- Topic & relevance to the conference theme and delegate base
- Concise statement of the benefits of your presentation to attendees (e.g. how will this help them in their work)
- Speaker's expertise, knowledge and ability to engage delegates
- Presentation experience of speaker
- Research findings are welcome, provided the session is balanced with sufficient practical information (i.e. 'here's how this can be applied to')

FEES AND COSTS

All presenters are required to register and pay the conference fee for a minimum of one day. Primary speakers and presenters pay a reduced rate for conference registration. Supporters, co-presenters pay the full rate. All fees must be paid by April 1, 2012 or the presentation slot will be made available to others.

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